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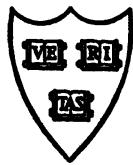
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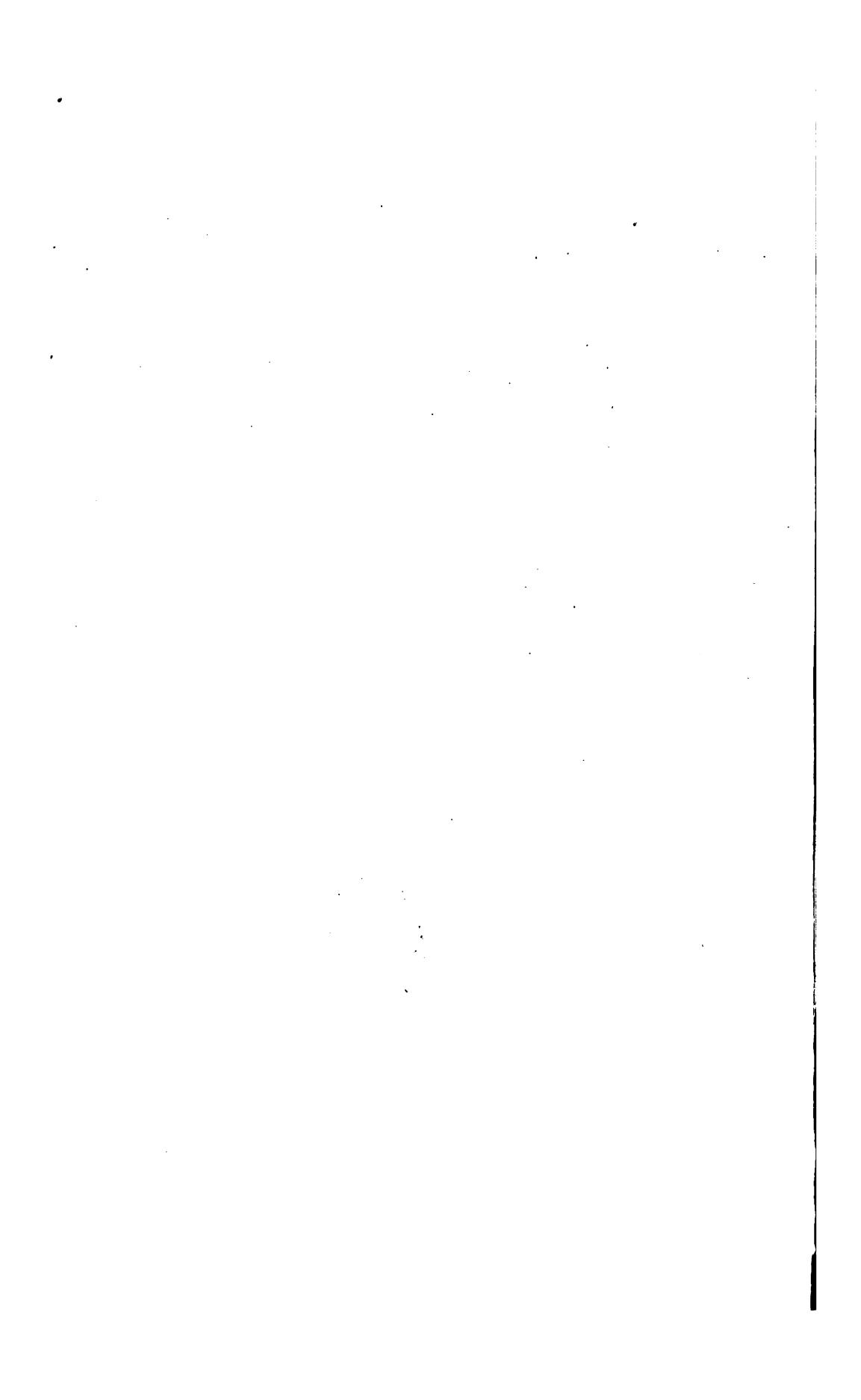
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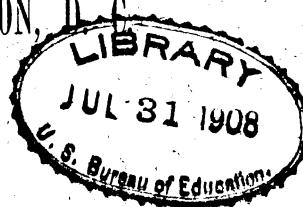
UNITED STATES BUREAU OF EDUCATION.

CHAPTERS FROM THE REPORT OF THE COMMISSIONER OF EDUCATION
FOR 1900-1901.

CHAPTERS XXII AND XXIII.

Chapter XXII.—RELATIONS OF THE NATIONAL GOVERNMENT
TO HIGHER EDUCATION AND RESEARCH.

Chapter XXIII.—THE CARNEGIE INSTITUTION OF
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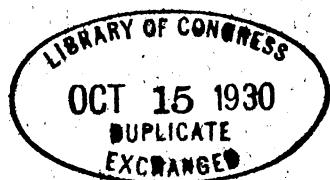
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CHAPTER XXII.

RELATIONS OF THE NATIONAL GOVERNMENT TO HIGHER EDUCATION AND RESEARCH.¹

By CHARLES D. WALCOTT,

Director of the United States Geological Survey.

When one considers the relations of the General Government to higher education and research, probably the first question to arise is, What, within the limitations imposed by the Constitution, can the Government do? Other pertinent inquiries are: What has been done? What is the present policy of the Government? How are its educational resources being utilized? What can be done that is not already being well done by our universities, colleges, and technical institutions?

Many of our wisest and best statesmen and jurists believe that the General Government has no power, under the Constitution, to appropriate money for educational purposes, that important function having been left to the States. A glance backward over the history of colonial and national discussion and legislation is interesting and instructive.

HISTORY OF COLONIAL AND NATIONAL DISCUSSION.

In colonial times Oxford, Cambridge, and Edinburgh were to American youth the centers of learning and higher education. These famous universities furnished all that was needed by the well-to-do student, and local colleges were given little attention and scant support. The founders of our college system were obliged to meet adverse conditions which developed the same qualities that led their compatriots to the conquest of the continent.

Early in the seventeenth century (1619) the Virginia Company granted 10,000 acres of land "for the foundation of a seminary of learning for the English in Virginia." At the suggestion of the King, the bishops of England, in the same year, raised £1,500 to aid in the education of the Indians in connection with the proposed grant of land for the seminary. A portion of the land was occupied and the seminary was started under the direction of George Thorpe, a man of high standing in England. But the institution was short-lived. It, with its inmates and founder, perished in the Indian massacre of 1622.

In 1624 an island in the Susquehanna River was granted for the founding and maintenance of a university, but the undertaking lapsed with the death of its protector and of James I, and the fall of the Virginia Company.

For a time the movement of higher education was delayed, but in 1636 Harvard was founded; then William and Mary, in 1660; Yale, in 1701; the College of New Jersey, in 1746; the University of Pennsylvania, in 1751; Columbia, in 1754; Brown, in 1764; Dartmouth, in 1769; the University of Maryland, in 1784; the University of North Carolina, in 1789-1795; the University of Vermont, in 1791; and Bowdoin, in 1794.

The university spirit was well developed when the Constitutional Convention

¹ Substance of address before the University of Chicago, delivered June 17, 1901. Reprinted from *Science*, N. S. Vol. XIII, No. 339, pp. 1001-1015, June 28, 1901.

met in 1787. Madison, who was a member of the convention, acting in harmony with the known wishes of Washington, proposed to give the National Legislature power—

To establish a university.

To encourage, by premiums and provisions, the advancement of useful knowledge and the discussion of science.

Charles Pinckney also earnestly advocated a plan for the establishment of a national university, and Mr. Wilson supported the motion; but the matter was dropped, on the ground that Congress already had sufficient power to enact laws for the support of national education.

John Adams, who agreed with Washington in believing that "scientific institutions are the best lasting protection of a popular government," was always a strong advocate of the promotion of intelligence among the people. He secured the insertion in the constitution of Massachusetts of a provision recognizing the obligation of a State to pursue a higher and broader policy than the mere protection of the temporal interests and political rights of the individual. This provision read as follows:

It shall be the duty of legislatures and magistrates in all future periods of this Commonwealth, to cherish the interests of literature and the sciences * * * to encourage private societies and public institutions, rewards and immunities for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and the natural history of the country.¹

Washington sought to impress on Congress and the people his earnest conviction that the Government should establish and support a great national university. To this end he made a bequest in his will, and if Congress had treated it as the Legislature of Virginia treated his bequest for the endowment of Washington College, there would be to-day a fund sufficient to give adequate support to a great institution for investigation and original research in the capital city. In his will Washington expressed the fears he entertained as to the effect of foreign education on the youth of America, and the desirability of having an American university. His language was as follows:

That as it has always been a source of serious regret with me to see the youth of these United States sent to foreign countries for the purpose of education, often before their minds are formed, or they have imbibed any adequate ideas of the happiness of their own, contracting too frequently not only habits of dissipation and extravagance, but principles unfriendly to republican government, and to the true and genuine liberties of mankind, which thereafter are rarely overcome. For these reasons it has been my ardent wish to see a plan devised on a liberal scale which would have a tendency to spread systematic ideas through all parts of this rising empire, thereby to do away with local attachments and State prejudices, as far as the nature of things would, or indeed, ought to admit, from our national councils. Looking anxiously forward to the accomplishment of so desirable an object as this is (in my estimation), my mind has not been able to contemplate any plan more likely to effect the measure than the establishment of a university in a central part of the United States, to which the youth of fortune and talents from all parts thereof might be sent for the completion of their education in all the branches of polite literature, in arts, and sciences, in acquiring knowledge in the principles of politics and good government, and (as a matter of infinite importance, in my judgment), by associating with each other, and forming friendships in juvenile years, be enabled to free themselves in a proper degree from those local prejudices and habitual jealousies which have just been mentioned, and which when carried to excess are never-failing sources of disquietude to the public mind, and pregnant of mischievous consequences to this country.

Madison, though defeated in his effort to secure the approval of the Constitutional Convention in respect to the establishment of a national university, did not fail, when President, to call the attention of Congress to the subject. In his second annual message he said:

I can not presume it to be unreasonable to invite your attention to the advan-

¹ Massachusetts Public Statutes, 1882, p. 34.

tages of superadding to the means of education provided by the several States a seminary of learning instituted by the National Legislature, within the limits of their exclusive jurisdiction, the expense of which might be defrayed or reimbursed out of the vacant grounds which have accrued to the Nation within those limits. (Annals of Congress, 1810, 1811, 1813.)¹

Various other attempts have been made from time to time to establish a national university. Blackmar says:

In 1796 a proposition was before Congress in the form of a memorial praying for the foundation of a university. (Ex. Doc., Fourth Cong., second sess.)

Again, in 1811, a committee was appointed by Congress to report on the question of the establishment of a seminary of learning by the National Legislature. The committee reported unfavorably, deeming it unconstitutional for the Government to found, endow, and control the proposed seminary. (Ex. Doc., Eleventh Cong., third sess.)

In 1816 another committee was appointed to consider the same subject, and again the scheme failed. (Ex. Doc., Fourteenth Cong., second sess.)²

When the disposition of the Smithson fund was under consideration (1838-1846), the subject of founding a national university was fully and freely discussed, and the plan was rejected by Congress.

Again, in 1873, the matter was revived by the Hon. J. W. Hoyt, who from that time onward never ceased to labor diligently for a national university. Largely owing to his zeal and activity, a committee of 100 was formed, various bills were introduced in Congress, and a Senate committee was created to establish a national university. But Congress always looked on the scheme with suspicion, and not one of the various bills offered was ever acted upon by the Senate or House of Representatives.

The trend of opinion has been and is that the Government should not found a national university in the sense suggested by Washington and his followers. The Congress has, however, generously aided technical and higher education by grants of land to States and Territories for educational purposes.

The policy was inaugurated under the general authority of the famous ordinance of July 13, 1787. Conformably thereto a contract was entered into between the Ohio Company and the board of treasury of the United States on the 27th of July, 1787, whereby lot 16 in every township was given for the maintenance of public schools, and not more than two complete townships were given perpetually for the purpose of a university, the land to be applied to the purpose by the legislature of the State.³

The most important act, after that of 1787, was that of 1862, granting land for the endowment of colleges for teaching agriculture and the mechanical arts. It is to be noted that by this act the responsibility was thrown entirely upon the States, and that, so far as the administration of the fund was concerned, it was State, not national, education.

The total grants of lands aggregate about 13,000,000 acres, or 20,000 square miles. Of this 2,500,000 acres, or 4,000 square miles, were for the establishment of higher institutions of learning. This land, divided among 30 States and Territories, gives an average of a little more than 80,000 acres, or about 130 square miles. For technical schools, called "colleges for the benefit of agriculture and the mechanical arts," Congress has granted to 45 States 10,500,000 acres, or about 16,000 square miles. This is an average of 230,000 acres, or about 360 square miles. Congress now grants annually to each of the 45 States \$25,000.⁴

¹The History of Federal and State Aid to Higher Education in the United States, by Frank W. Blackmar, Ph. D.; Bureau of Education, Contributions to American Educational History, edited by Herbert B. Adams, No. 9, 1890, p. 32.

²Op. cit., pp. 39, 40.

³Bancroft, History of the Constitution, N. Y., 1882, Vol. II, pp. 435, 436. Also George B. Germann, National Legislation Concerning Education, New York, 1899, pp. 19, 20.

⁴Act approved August 30, 1890. Statutes at Large, vol. 26, p. 417.

total of more than \$1,000,000, all of which is expended under the direction of State boards.

The Government maintains, and has maintained since 1802, an academy for training its army officers; also, since 1845, an academy for training its naval officers. The Government does not maintain, and never has maintained, any institution for training its civil officers.

The policy of the Government, as gathered from its acts, has been to relegate the direct control of education to the States, aiding them in this work by grants of land and, in the case of technical education, by grants of money also.

PRESENT POLICY OF THE GOVERNMENT.

Turning, now, to the question, What is the present policy of the Government? we have just seen that aid is given by grants of land and, in the case of the experiment stations, by grants of money. As to the use of its literary and scientific collections by students, its policy was defined by a public resolution of Congress, approved April 12, 1892, which reads as follows:

Whereas large collections illustrative of the various arts and sciences and facilitating literary and scientific research have been accumulated by the action of Congress through a series of years at the National Capital; and

Whereas it was the original purpose of the Government thereby to promote research and the diffusion of knowledge, and it is now the settled policy and present practice of those charged with the care of these collections specially to encourage students who devote their time to the investigation and study of any branch of knowledge by allowing to them all proper use thereof; and

Whereas it is represented that the enumeration of these facilities and the formal statement of this policy will encourage the establishment and endowment of institutions of learning at the seat of Government, and promote the work of education by attracting students to avail themselves of the advantages aforesaid under the direction of competent instructors: Therefore,

Resolved, by the Senate and House of Representatives of the United States of America in Congress assembled, That the facilities for research and illustration in the following and any other Governmental collections now existing or hereafter to be established in the city of Washington for the promotion of knowledge shall be accessible, under such rules and restrictions as the officers in charge of each collection may prescribe, subject to such authority as is now or may hereafter be permitted by law, to the scientific investigators and to students of any institution of higher education now incorporated or hereafter to be incorporated under the laws of Congress or the District of Columbia, to wit:

- One. Of the Library of Congress.
- Two. Of the National Museum.
- Three. Of the Patent Office.
- Four. Of the Bureau of Education.
- Five. Of the Bureau of Ethnology.
- Six. Of the Army Medical Museum.
- Seven. Of the Department of Agriculture.
- Eight. Of the Fish Commission.
- Nine. Of the Botanic Gardens.
- Ten. Of the Coast and Geodetic Survey.
- Eleven. Of the Geological Survey.
- Twelve. Of the Naval Observatory.

The privileges of this act, it will be noted, are limited to scientific investigators and students of institutions incorporated under the laws of Congress or the District of Columbia. This limitation was removed by an act approved March 3, 1901, which reads as follows:

JOINT RESOLUTION to facilitate the utilization of the Government Departments for the purposes of research, in extension of the policy enunciated by Congress in the joint resolution approved April 12, 1892.

WHEREAS * * *

Resolved, That facilities for study and research in the Government Departments, the Library of Congress, the National Museum, the Zoological Park, the Bureau of Ethnology, the Fish Commission, the Botanic Gardens, and similar

Institutions hereafter established shall be afforded to scientific investigators and to duly qualified individual students and graduates of institutions of learning in the several States and Territories, as well as in the District of Columbia, under such rules and restrictions as the heads of the Departments and Bureaus mentioned may prescribe.

DISCUSSION AND ACTION IN RECENT YEARS.

Mr. Daniel C. Gilman, in 1897, summarized the situation in relation to the establishment of a national university as follows:¹

First. There is a strong desire, not only among the residents of the Federal city, but among the lovers and promoters of learning throughout the country, that the libraries, collections, instruments, and apparatus belonging to the Government should be opened to students, not as a favor, nor by exception, nor as a passing entertainment, but for study and experiment, according to suitable regulations, and especially under the guidance of such able teachers as may be already engaged in the service of the Government or may be enlisted hereafter for the particular offices of education. So far as this there would be a unanimous, or nearly unanimous, assent.

Second. The universities existing in Washington and near to it, including those of New England, would regard with disfavor, and probably with distrust, an effort to establish, by Congressional action, the University of the United States. In some places there would be positive opposition. * * *

Third. Outside of academic circles, as well as inside, there is a great distrust of the principle that Congress should provide for and direct university education. The fears may be foolish. It is easy to laugh at them. Apprehensions may be pronounced groundless. Nevertheless it will be difficult to get rid of them. There will be an ever-present expectation of political interference, first in the governing body, then in the faculty, and finally in the subjects and methods of instruction. It is true that partisan entanglement may be avoided, but it will be difficult indeed to escape the thralldom.

In the same article it is suggested that the Smithsonian Institution take charge, so that—

The literary and scientific institutions of Washington may be associated and correlated so far, and so far only, as relates to the instruction and assistance, under proper restrictions, of qualified students. * * * Such a learned society may be developed more readily around the Smithsonian Institution, with less friction, less expense, less peril, and with the prospect of more permanent and widespread advantages to the country, than by a dozen denominational seminaries or one colossal University of the United States.

In February, 1899, Dr. William H. Dall, of the Geological Survey, outlined very clearly the conditions and possibilities for post-graduate work in Washington and urged that if any organization was attempted it should be free from Government control.²

Little, if any, advantage was taken of the Congressional resolution of 1892, which restricted opportunities for study and research to the educational organizations of the District of Columbia; but with the recent rapid growth of the Department of Agriculture a considerable number of students have been given opportunity for study and practical training. Secretary Wilson has taken the lead in actually bringing qualified students into the laboratories of a Government department and setting them to work. He has inaugurated a new class, called "student assistants," and has demonstrated its practical value. In his report for 1898 he says:³

George Washington, by his will, left property to be devoted to university education in the District of Columbia. There is no university in the land where the young farmer may pursue post-graduate studies in all the sciences relating to production. The scientific divisions of the Department of Agriculture can to some extent provide post-graduate facilities. Our chiefs of division are very proficient in their lines; our apparatus the best obtainable; our libraries the most complete of any in the nation. We can direct the studies of a few bright young people in

¹ Century Magazine, November, 1897.

² American Naturalist, Vol. 33, pp. 97-107.

³ Yearbook of the Department of Agriculture, 1898, pp. 18, 19.

each division, and when the Department requires help, as it often does, these young scientists will be obtainable.

They should be graduates of agricultural colleges and come to the Department of Agriculture through a system of examination that would bring the best and be fair to all applicants. The capacity of the Department is limited, but something can be done that will indicate to Congress the value of the plan. The Department often needs assistants to take the place of those who are tempted to accept higher salaries in State institutions. The opening of our laboratories to post-graduate work would provide an eligible list from which to fill vacancies as they occur, supply temporary agents, and be a source from which State institutions might get assistance in scientific lines.

The Department of Agriculture naturally turns to the professedly agricultural colleges for its student assistants, but if other institutions gave their students such instruction as would qualify them for the work of that Department there seems to be no good reason why they should be discriminated against.

As the development of the work progressed in the scientific bureaus it became impossible to find men qualified for the permanent positions open to them. Graduate students were obtainable, but they were without practical training for the work. The Civil Service Commission was called on, but it had no eligibles on its lists. The only way out of the difficulty seemed to be for the heads of the scientific bureaus to select bright, well-educated young men and train them. This they have been doing for several years. In the Geological Survey graduate students, being the best men available for temporary field assistants in both geologic and topographic work, are given preference. The Survey cooperates with such institutions of learning as are willing to give the advanced instruction necessary to fit students to engage in the several special lines of investigation. This cooperation consists mainly in the employment of graduate students and instructors. A high standard is maintained by the character of the examinations held for selecting temporary employees. For example, in the examination for temporary geologic assistants held April 23 and 24, 1901, the applicants were obliged to meet the following requirements:

First. To write an essay of more than a thousand words, setting forth either the course and results of an original geologic investigation by the applicant or the main features of the geology of some State.

Second. To answer satisfactorily seven questions, so selected as to test the applicant's knowledge of the science of geology in general.

Third. To select one of the five specialties, stratigraphy, petrography, paleontology, physiography, and glaciology, and make clear the possession of an adequate knowledge thereof.

The weight given to the various subjects was as follows:

Geological essay, including composition and drawing	30 per cent.
General geology	15 per cent.
Special geology	25 per cent.
Education and experience	30 per cent.

Fifty-two persons took this examination, and of these 46 made an average of more than 70 per cent. The successful applicants have received degrees for academic and graduate study from the following institutions of learning:

Harvard University	13	Alfred University	1
Johns Hopkins University	6	Beloit College	1
University of Chicago	6	Columbia University	1
Yale University	5	Columbian University	1
Cornell University	4	Cornell College, Iowa	1
University of Wisconsin	2	Denison University	1
University of California	2	Gates College	1
University of Kansas	2	German Wallace College	1
Stanford University	2	Hamilton College	1
Iowa State College	2	Heidelberg College, Ohio	1
Amherst College	2	Heidelberg, Germany	1
Munich	2	Indiana State University	1

Lafayette College	1	University of Missouri	1
Lawrence Scientific School	1	University of Nebraska	1
Moores Hill College	1	University of the City of New York	1
Ohio Wesleyan University	1	University of Oregon	1
University of Illinois	1	University of South Carolina	1
University of Minnesota	1	Williams College	1

The total of 46 successful applicants divides by State residence as follows:

Massachusetts	9	Colorado	1
Illinois	7	Kansas	1
New York	7	Kentucky	1
Iowa	3	New Jersey	1
Connecticut	2	Ohio	1
Indiana	2	Oregon	1
Missouri	2	Tennessee	1
Pennsylvania	2	Wisconsin	1
South Carolina	2	Wyoming	1
California	1		

Of those who passed, 40 have received appointments to temporary positions. It is probable that 50 per cent of the number will become permanent members of the Survey; 38 per cent already hold or will obtain positions as instructors in educational institutions, and the others will enter State surveys and private employment.

Of the temporary geologic force of the Survey other than those mentioned, and who receive pay only when actually employed, the majority are connected with institutions of learning, as follows:

Harvard University	4	Johns Hopkins University	1
University of Chicago	4	Ohio State University	1
University of Wisconsin	3	University of Michigan	1
Columbia University	2	University of California	1
Stanford University	2	University of Virginia	1
Yale University	2	University of West Virginia	1
Amherst College	1	University of South Dakota	1
Clark University	1	Vanderbilt University	1
Colby University	1	Williams College	1

The preceding statements illustrate the intimate relation existing between one division of one bureau of one department of the Government and the higher educational interests of the country. A close analysis of the personnel of other bureaus will doubtless show that the Government is thus indirectly doing a great work in fostering higher education and research, and it will at the same time be seen that the educational institutions of the country are training men and women for the highest scientific and technical positions in the Government service.

The Association of Agricultural Colleges and Experiment Stations several years ago realized the importance of giving its students the training which would enable them to meet the conditions prevailing in Washington. A committee of graduate study in Washington was appointed in July, 1897.¹ In the following April this

¹ Resolved, That a committee of five be appointed by the President to investigate, consider, and, if practicable, devise a plan whereby graduate students of the land-grant and other colleges may have access to and the use of the Congressional Library and the collections in the Smithsonian Institution, the National Museum, and the scientific bureaus of the various departments at Washington of the United States Government for the purposes of study and research, said plan to include suggestions as to the manner in which such work may be organized, coordinated, and directed to the best advantage; the composition and organization of such a staff as may be necessary to properly coordinate and direct such work, and also an outline of such legislation as may be necessary to effect the general purposes of this resolution. (Proceedings of Twelfth Annual Convention of the Association of American Agricultural Colleges and Experiment Stations, held at Washington, D. C., November 15-17, 1898, being Bulletin 65, Department of Agriculture, p. 58.)

committee met in Washington to study the conditions under which work might be undertaken. In a report made in November, 1898, the committee said in part:

After long deliberation and full discussion your committee are unanimously of the opinion that the time is ripe for expeditious action.

The inquiries and investigations so far made lead the committee to the conclusion that it is entirely practicable to provide for the use of the Library of Congress and the collections of the Smithsonian Institution, the National Museum, and of the various scientific and other bureaus in the several departments of the General Government, by graduate students of the land-grant and other colleges, for study and research, and that it is also practicable to organize, coordinate, and direct such work so as to make it eminently effective.

The committee has been greatly desirous that some existing agency be found to undertake such work of organization, coordination, and direction, and have naturally turned to the Smithsonian Institution as the one best fitted for the purpose.

The committee is unable, at the present time, to present a complete outline of the legislation necessary to effect the general purposes of the resolution. It submits tentatively, however, that Congress might be asked to provide for the establishment of an administrative office in Washington, preferably in the Smithsonian Institution, in which graduate students of the institutions we represent, and others as well, might be enrolled and directed to the appropriate departments (Bull. 65, Dept. Agr., pp. 61, 62).

In a report by the subcommittee of the committee of the National Educational Association on the establishment of a national university, we find that the active cooperation of the Smithsonian Institution is contemplated in the conduct of the proposed school or bureau, but that the committee of the Regents of the Smithsonian Institution feel that the powers of the institution, as at present organized, are insufficient to embrace the work proposed.¹

At a meeting of the Smithsonian Regents held on January 24, 1900, Dr. Alexander Graham Bell introduced a resolution to the effect that Congress be asked to provide for an assistant secretary of the Smithsonian Institution in charge of research in the Government departments, etc. The resolution was referred to a committee, which, on January 23, 1901, reported a modified form of the original resolution. This modified form was adopted by the Board of Regents. It reads as follows:

In order to facilitate the utilization of the Government departments for the purpose of research, in extension of the policy enunciated by Congress in the joint resolution approved April 12, 1892:

Resolved, That it is the sense of the board that it is desirable that Congress extend this resolution so as to afford facilities for study to all properly qualified students or graduates of universities, other than those mentioned in the resolution, and provide for the appointment of an officer whose duty it shall be to ascertain and make known what facilities for research exist in the Government departments, and arrange with the heads of the departments and with the officers in charge of the Government collections, on terms satisfactory to them, rules and regulations under which suitably qualified persons might have access to these collections for the purpose of research with due regard to the needs and requirements of the work of the Government; and that it should also be his duty to direct, in a manner satisfactory to the heads of such departments and officers in charge, the researches of such persons into lines which will promote the interests of the Government and the development of the natural resources, agriculture, manufactures, and commerce of the country, and (generally) promote the progress of science and the useful arts, and the increase and diffusion of knowledge among men.

This resolution referred the matter to Congress. Many members of both Houses doubt whether Congress has power under the Constitution to appropriate money raised by taxation for purposes of education, and nothing was done by Congress, as the resolution was not officially brought before it.

¹ Science, N. S., Vol. XI, March 16, 1900, pp. 410-414.

ORGANIZATION OF THE WASHINGTON MEMORIAL INSTITUTION.

At this point the Washington Academy of Sciences undertook to give the proposition to utilize the resources of the Government for higher education and research a practical form, independent of direct Government support or control. For several months the academy had been conferring with the George Washington Memorial Association relative to erecting in Washington a memorial building to be dedicated to science, literature, and the liberal arts. The president of the academy suggested to the memorial association that it should so amend its act of incorporation that it could cooperate with the academy in carrying out the objects common to both organizations. The suggested amendments were made, and an agreement was entered into substantially as follows:

The objects of the George Washington Memorial Association are, first, as implied in its name, the creation of a memorial to George Washington; and second, as stated in its amended act of incorporation, the increase in the city of Washington of opportunities and facilities for higher education, as recommended by George Washington in his various annual messages to Congress, notably the first—i. e., "the promotion of science and literature," substantially as set forth in his last will, and by and through such other plans and methods as may be necessary or suitable. The object of the Washington Academy of Sciences, the federated head of the scientific societies of Washington, is the promotion of science, the term "science" being used in its general sense—"knowledge, comprehension of facts and principles."

The two organizations agreed, first, that, although American universities have so developed since George Washington's time that they fulfill many of the objects of the national university outlined by him as desirable for the youth of the United States, there is still need of an organization in the city of Washington which shall facilitate the utilization of the various scientific and other resources of the Government for purposes of research, thus cooperating with all universities, colleges, and individuals in giving to men and women the practical post-graduate training which can not be obtained elsewhere in the United States and which is now available only to a limited degree in the city of Washington; and, second, that the best method of securing the objects for which both organizations stand is the establishment, within the district selected by Washington as a site for the permanent seat of Government of the United States, of an institution whose object shall be the realization of Washington's repeatedly expressed wish and recommendation that provision be made for the promotion of science and literature.

The membership of the academy includes most of the leading scientific men of Washington and the country at large. The academy, familiar with conditions in Washington and with the efforts of the committees of the Association of Agricultural Colleges and Experiment Stations and the National Educational Association, and knowing that the Smithsonian Institution would not, under its limitations, take an active part, realized that the time was opportune for a new organization. Its committee drafted and secured the passage of the act of Congress approved March 3, 1901. The committee next drafted a plan of organization, which was accepted by the academy and memorial association. The plan was, in brief, as follows:

1. Organization.—A private foundation independent of Government support or control.
2. Objects.—
 - (a) To facilitate the use of the scientific or other resources of the Government for research.
 - (b) To cooperate with universities, colleges, and individuals in securing to properly qualified persons opportunities for advanced study and research.
3. Government.—The policy, control, and management to vest in a board of fifteen trustees, and in addition there shall be an advisory board composed chiefly of heads of Executive Departments, Bureaus, etc.

Articles of incorporation were then drawn up and executed, and were filed on May 20, 1901. They read as follows:

Articles of incorporation, Washington Memorial Institution.

We, the undersigned, persons of full age and citizens of the United States, and a majority of whom are citizens of the District of Columbia, being desirous to establish and maintain, in the city of Washington, an institution in memory of George Washington, for promoting science and literature, do hereby associate ourselves as a body corporate, for said purpose, under the general incorporation acts of the Congress of the United States enacted for the District of Columbia; and we do hereby certify in pursuance of said act as follows:

First. The name or title by which such institution shall be known in law is the Washington Memorial Institution.

Second. The term for which said institution is organized is nine hundred and ninety-nine years.

Third. The particular business and objects of the institution are to create a memorial to George Washington, to promote science and literature, to provide opportunities and facilities for higher learning, and to facilitate the utilization of the scientific and other resources of the Government for purposes of research and higher education.

Fourth. The number of its trustees for the first year of its existence shall be fifteen.

In testimony whereof we have hereto set our names and affixed our seals, at the city of Washington, in the District of Columbia, on the 16th day of May, 1901:

DANIEL C. GILMAN.	[SEAL.]
CHARLOTTE EVERETT HOPKINS.	[SEAL.]
C. HART MERRIAM.	[SEAL.]
GEORGE M. STERNBERG.	[SEAL.]
CHAS. D. WALCOTT.	[SEAL.]
CARROLL D. WRIGHT.	[SEAL.]

DISTRICT OF COLUMBIA, ss:

Be it remembered that on this 16th day of May, A. D. 1901, before the subscriber personally appeared the above-named Daniel C. Gilman, Charlotte Everett Hopkins, C. Hart Merriam, George M. Sternberg, Charles D. Walcott, and Carroll D. Wright, to me personally known and known to me to be the persons whose names are subscribed to the foregoing instrument of writing, and severally and personally acknowledged the same to be their act and deed for the uses and purposes therein set forth.

Given under my hand and official seal the day and year above written.

[SEAL.] HERBERT W. GILL, *Notary Public.*

On May 27 fifteen trustees were elected, and on June 3 the officers for the first year were chosen. Lists of these are given herewith:

Board of trustees, Washington Memorial Institution.

1, Dr. Edwin A. Alderman, president Tulane University; 2, Dr. A. Graham Bell, regent Smithsonian Institution; 3, Dr. Nicholas Murray Butler, professor of philosophy and education, Columbia University; 4, Dr. C. W. Dabney, president University of Tennessee; 5, Dr. D. C. Gilman, president Johns Hopkins University; 6, Dr. A. T. Hadley, president Yale University; 7, Dr. William R. Harper, president University of Chicago; 8, Mrs. Phoebe A. Hearst, regent University of California; 9, Mrs. Archibald Hopkins, president George Washington Memorial Association; 10, Dr. C. Hart Merriam, chief United States Biological Survey; 11, Dr. Cyrus Northrup, president University of Minnesota; 12, Dr. H. S. Pritchett, president Massachusetts Institute of Technology; 13, Dr. George M. Sternberg, Surgeon-General United States Army; 14, Hon. Charles D. Walcott, president Washington Academy of Sciences and Director United States Geological Survey; 15, Hon. Carroll D. Wright, Commissioner of Labor.

Officers of Washington Memorial Institution.

Daniel C. Gilman, director; Charles D. Walcott, president board of trustees; Nicholas Murray Butler, secretary board of trustees; C. J. Bell, treasurer.

An advisory board also was selected, as follows:

President of the United States, Chief Justice of the United States, Secretary of State, Secretary of the Treasury, Secretary of War, Secretary of the Navy, Secretary of the Interior, Secretary of Agriculture, Postmaster-General, Attorney-General, Secretary of the Smithsonian Institution, Commissioner of Education, Librarian of Congress, Commissioner of Labor, Commissioner of Fish and Fisheries, president of the Civil Service Commission, president of the National Academy of Sciences, president of the National Educational Association, president of the Association of American Universities, president of the Association of Agricultural Colleges and Experiment Stations, and Dr. Charles W. Eliot.

The duties of the director, as defined in the by-laws, are as follows:

The director shall be the chief executive of the institution, and, under the guidance and control of the executive committee, shall conduct its affairs. He shall make all arrangements for cooperation between the institution on the one hand and the Government, universities, colleges, learned societies, and individuals on the other, subject to the approval of the executive committee.

EXISTING FACILITIES FOR STUDY AND RESEARCH.

The policy of the Government as expressed is to aid in higher education and research by granting the use of such facilities as are at its command in the District of Columbia. The direct control of higher education has been relegated to the States, the Government aiding by grants of land, and in the case of technical education at agricultural experiment stations by grants of money.

The Government has carried on original research for its own purposes in the District of Columbia through grants of money to its various scientific and technical bureaus, notably those of the Department of Agriculture, the Coast and Geodetic Survey, the Geological Survey, the National Museum, the Bureau of Ethnology, the Fish Commission, the Bureau of Education, the Library of Congress, etc.

Of the total sum appropriated for the fiscal year 1901, at least 25 per cent, or \$3,020,000, may be regarded as expendable for scientific and research work and in the interest of higher education. The appropriations for the year are as follows:

Department of Agriculture:			
Weather Bureau		\$1,168,320.00	
Bureau of Animal Industry		1,154,030.00	
Bureau of Plant Industry		204,680.00	
Bureau of Forestry		185,440.00	
Bureau of Chemistry		35,800.00	
Bureau of Soils		109,140.00	
Division of Entomology		36,200.00	
Division of Biological Survey		32,800.00	
Agricultural experiment stations		789,000.00	
Miscellaneous		222,000.00	\$3,937,410.00
			25,000.00
War Department, Army Medical Museum and Library			
Navy Department:			
Hydrographic Office		136,518.00	
Naval Observatory		226,461.08	
Nautical Almanac		15,900.00	
			378,879.08
Interior Department:			
Geological Survey		1,023,423.11	
Bureau of Education		59,370.00	
			1,082,793.11
Treasury Department:			
Coast and Geodetic Survey		630,345.00	
Bureau of Standards		167,140.00	
Marine Hospital		71,100.00	
			1,068,585.00
Smithsonian Institution:			
National Museum		289,400.00	
Bureau of American Ethnology		50,000.00	
National Zoological Park		80,000.00	
Astrophysical Observatory		12,000.00	
International exchanges		24,000.00	
			455,400.00
Commission of Fish and Fisheries			543,120.00
Botanic Gardens			24,393.75
Library of Congress			565,345.00
Total			8,080,925.94

This is about 10 cents per capita for the entire population.

Great collections of books, specimens, statuary, paintings, instruments, apparatus, etc., have been assembled in Washington.

Libraries.—Statistics of the principal libraries reveal the presence of a large number of books, maps, and pamphlets, many collections of which are exceptionally complete in special lines of research, notably those of the Departments of State and Agriculture, the Geological Survey, the Naval Observatory, the Surgeon-General's Office, the Bureau of Education, the Museum of Hygiene, the Patent Office, the National Museum, and special collections in the Library of Congress. The principal libraries are here listed:

Library of—	Books.	Pamphlets.	Maps.
Congress.....	1,000,000	-----	55,700
Smithsonian Institution.....	250,000	-----	
United States Supreme Court.....	80,000	-----	
Army Medical Museum.....	135,058	229,548	
Department of Agriculture.....	68,000	-----	
Bureau of Education.....	81,872	140,004	
Patent Office.....	74,140	-----	
Department of State.....	63,000	2,500	
Geological Survey.....	41,600	77,027	29,185
National Museum.....	25,000	30,000	
Coast and Geodetic Survey.....	16,405	6,178	25,000
Weather Bureau.....	18,000	5,000	
Museum of Hygiene.....	11,969	-----	
Hydrographic Office.....	3,000	-----	
Bureau of Ethnology.....	12,000	4,000	
Bureau of Statistics.....	6,000	5,000	
Department of Justice.....	30,000	-----	
Department of Labor.....	7,051	4,454	
Corcoran Gallery of Art.....	2,500	-----	
Treasury Department.....	22,000	3,000	
War Department.....	49,000	2,000	
Navy Department.....	33,635	-----	
Interior Department.....	15,000	-----	
Post-Office Department.....	12,000	-----	
Light-House Board.....	5,000	-----	
War Records Office.....	2,000	-----	
Naval Observatory.....	20,000	4,000	
Nautical Almanac Office.....	2,200	2,500	
Total.....	2,002,430	515,209	109,885

¹ Books and pamphlets.

² These figures are included in the 1,000,000 assigned to the Library of Congress.

Other libraries in the District bring the grand total to more than 2,500,000 volumes, 570,000 pamphlets, and 110,000 maps, assembled in large part by specialists in every field. All the libraries are accessible, and are maintained at a high standard of efficiency.

Collections.—The collections of the National Museum, though inadequately housed, and with insufficient laboratories for the work of the regular museum force, are nevertheless of such character and are so arranged for exhibition and study that they will be of great service to all who may wish to use them. Under the present organization of the Museum there are three departments—anthropology, biology, and geology. All the exhibits are systematically classified and placed in immediate charge of specialists acquainted with the results of man's activity in almost every form in which such results admit of study and representative exhibition. As provided by statute, the collections made by the Geological and other surveys are deposited in the National Museum after they have been used by the organization which collected them. This has resulted in an immense accumulation of material, much of which has not yet been fully studied, and upon which, when sufficient laboratory space is provided, students can be employed under the oversight of the specialists in charge.

The collections of the Army Medical Museum have a world-wide reputation and contain a great quantity of unique and valuable material. There are large

collections of living animals at the Zoological Park, and there is a fine series, illustrating fish culture, at the Fish Commission building. The museum of the Agricultural Department contains valuable material, especially the working collections of the different divisions, and the Botanic Gardens are capable of great development under scientific direction. To the student interested in the development of American inventive genius and the industries represented by patents, the collection of models and drawings in the Patent Office offers exceptional opportunities. Mention should also be made of the collections of apparatus of various kinds in Government laboratories, and of the illustrations of the evolution of apparatus in the National Museum and Smithsonian Institution.

In art, while the collections are not so large as in other lines, yet there is a collection of excellent quality in the Corcoran Gallery of Art, which maintains a free school. In this school day and night classes are taught the arts of drawing and painting, free of tuition fees or charge of any kind. Up to the close of 1899, 844 pupils had received instruction in the day school and 1,483 in the night school.

The Naval Observatory has a good equipment, including a chart and a chronometer depot, an extensive collection of instruments used in taking astronomic photographs, a fine telescope and transit instruments, used in carrying on its routine work.

The newly created National Bureau of Standards is to have buildings and a fine equipment of all necessary apparatus. When fully developed it will be second to none in the character and value of its scientific and practical work. The functions of this bureau are defined in the organic act as follows:

The functions of the bureau shall consist in the custody of the standards; the comparison of the standards used in scientific investigations, engineering, manufacturing, commerce, and educational institutions with the standards adopted or recognized by the Government; the construction, when necessary, of standards, their multiples and subdivisions; the testing and calibration of standard measuring apparatus; the solutions of problems which arise in connection with standards; the determination of physical constants and the properties of materials, when such data are of great importance to scientific or manufacturing interests and are not to be obtained of sufficient accuracy elsewhere.

Law and diplomacy.—The State Department has accumulated a valuable library relating to international law. The law library of Congress contains more than 50,000 volumes exclusively legal in character, and accommodations are provided for students who wish to use it. The school of diplomacy of Columbian University is one of the unique features of the educational organizations of Washington. The Supreme Court of the United States and the Court of Claims bring together the foremost American lawyers. There is also the supreme court of the District of Columbia, which has the common-law, equity, and probate jurisdiction of State courts, besides that of the circuit and district courts of the United States.

There are, of course, unequaled opportunities for studying the development of legislation and for meeting the leading statesmen and public men of the country.

Medicine.—The Army Medical Museum has one of the finest collections in existence of recent pathologic specimens. These, taken with the library of the Surgeon-General's Office, in the same building, afford a rare opportunity for the medical student. In the adjoining National Museum there is a most complete collection illustrating the *materia medica* of the United States and of foreign countries. There are also several hospitals, at each of which clinical instruction is given.

Congress has enacted that these vast collections and resources shall be available for higher education and research, but it has not provided the machinery for making them practically available. As in the case of the grants of land to colleges, Congress provides facilities and indirectly the means, but it leaves to other agencies the task of devising ways and means to make them practically useful.

The Government is obliged to train most of its specialists. Opportunities for post-graduate study and research exist at a few of the strongest universities, colleges, and technical schools of the country, but at best the training given, except in a few branches, is of a preparatory character. Most American youth who are ambitious to pursue higher study and research have little opportunity, owing largely to the fact that the instructor's duties leave him scarcely any time for research and practical work with the student. Post-graduate students seek instructors distinguished for research, even to the extent of undergoing many privations and leaving their country. In the city of Washington the Government has assembled the largest body of original investigators to be found in any one place in the world. Most of these investigators are willing to train suitably qualified students, because of the assistance the students can give them in the work they have in charge, the method being to have the students do actual, practical work, and not to instruct them in the ordinary sense of the word. An unofficial inquiry indicates the following as a possible number of instructors and students in the various departments and bureaus at Washington:

	Instruct- ors.	Stu- dents.
History and diplomacy	1	5
Historical research	5	10
Library administration and methods	5	15
Statistics	2	5
Magnetism	1	2
Meteorology	5	15
Tides	1	2
National Standards, Bureau of		
Astronomy	3	8
Physics	2	3
Hydrography	5	10
Cartography, etc.	2	5
Topography	10	20
Chemistry	6	10
Mineral resources	1	5
Geology	10	17
Paleontology	5	7
Animal industry	10	25
Anthropology and ethnology	4	13
Zoology	34	50
Botany	11	25
Forestry	10	20
Total	133	272

With the development of a well-considered plan, just alike to the student and to the officers of the Government, the number of students—or, more strictly speaking, student assistants—would increase from year to year. Most of the students would naturally come from institutions of learning; in all such cases the student should be certified to the director of the Washington Memorial Institution, and finally certified back to the parent institution after completing his work, such certificate to be based on the work done and the proficiency made. In the case of individual students not connected with any institution, let each prove his capacity to profit by the opportunities, and then accredit him to the special officer who has charge of the field of work in which he may wish to study. On satisfactory completion of the work undertaken, the certificate of the Washington Memorial Institution might be addressed "To whomsoever it may concern." Students working in Government laboratories, museums, and libraries would be subject to the rules obtaining therein.

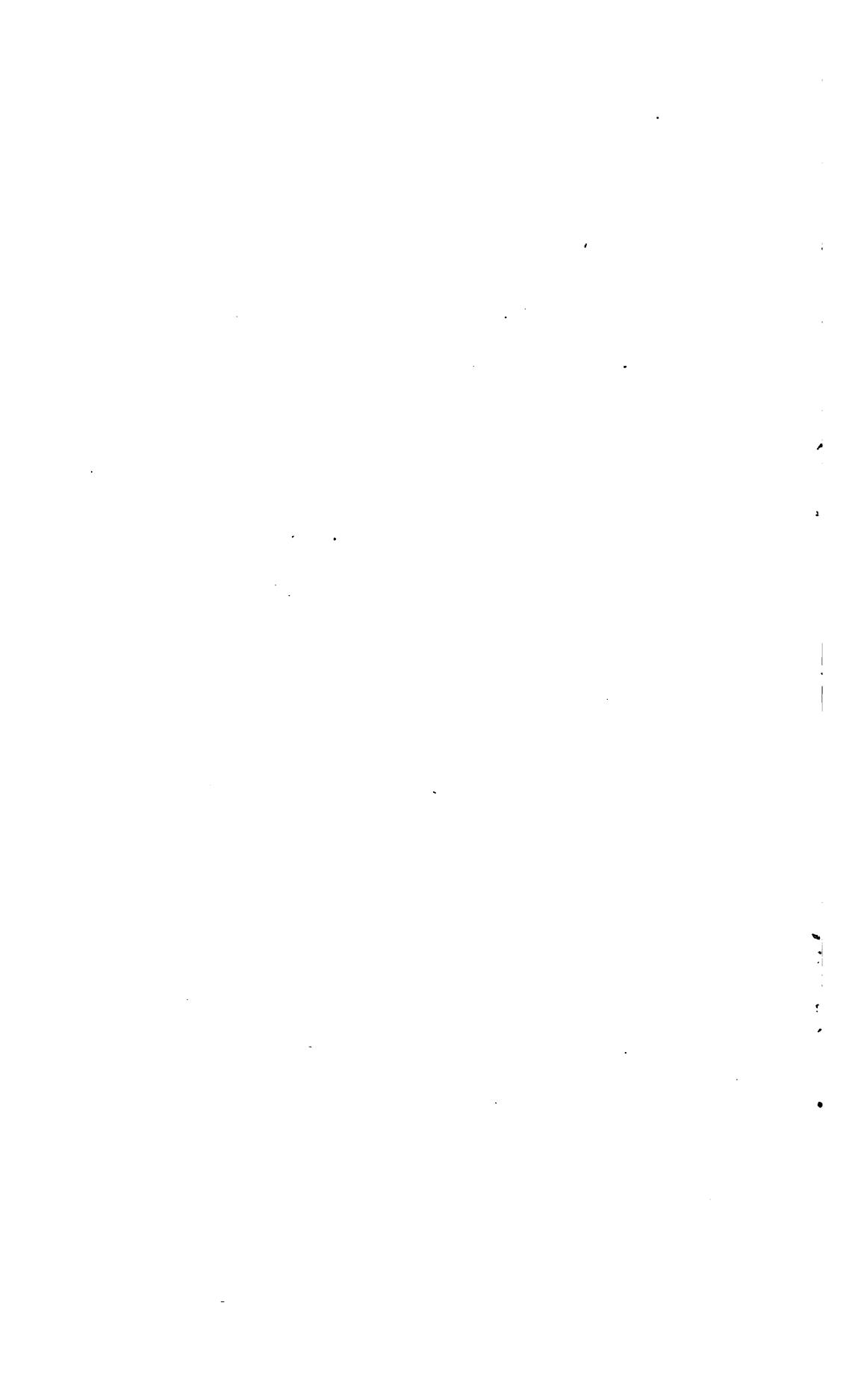
It is the belief of many acquainted with the educational system of the country that the policy above outlined will result in a body of trained students, ready for expert work, many of whom will undoubtedly enter the Government service, while others will become instructors in institutions of learning or be engaged as

experts in private capacity. This will avoid competition with other institutions, will give most valuable training and practical experience to students, and will be especially helpful to instructors in educational institutions, who might wisely be sent for six months or a year to Washington, as at present some are sent abroad. There should be no thought of providing a general or liberal course of education. Coming as student assistants, there should be opportunities and encouragement only on clearly defined lines of study and investigation. There are many large and small problems to be worked out by the officers of the Washington Memorial Institution, but with the skilled educator and organizer now at its head as director their successful solution is only a matter of time. It is anticipated that the Washington Memorial Institution will, under the direction of Dr. Gilman, begin its work by November 1, 1901.

The Government's part in the work, when once under successful headway, will be to enlarge the quarters of the various bureaus concerned. This will be necessary eventually even if no student assistants are provided for. The Government has done its part nobly so far. It is now for the educational institutions of the country to come forward and assist by setting a high standard of scholarship for admission to the privilege of becoming a student assistant in the Government bureaus. Only students of the type of those who win fellowships or excel in ability should be certified or accepted.

The Washington Memorial Institution should, and I believe will, maintain a standard that will meet the approval of our colleges and universities. It should occupy a most important place in the great educational work of the country. With the hearty cooperation of our collegiate institutions and of the officers of the Government there is little question that it will ultimately become the federated head and clearing house of all the higher educational interests of the country.

The relations of the National Government to higher education and research are intimate and complex; but the complexities are already partially resolved, the present is auspicious, and the future outlook is most promising. Long ago the nation recognized its obligation "to promote a higher and more extended policy than is embraced in the protection of the temporal interests and political rights of the individual." The action of Congress in the present year in opening the Government bureaus at Washington for study and research is a long stride forward, and if carried out in good faith must result in another and higher standard for American endeavor.



CHAPTER XXIII.

THE CARNEGIE INSTITUTION OF WASHINGTON, D. C.,

WITH AN APPENDED LIST OF THE PRINCIPAL EDUCATIONAL BENEFACTIONS OF ANDREW CARNEGIE IN THE UNITED STATES AND A STATEMENT OF HIS GIFT IN AID OF HIGHER EDUCATION IN SCOTLAND.

Surplus wealth is a sacred trust to be administered during life by its possessor for the best good of his fellow-men, and I have ventured to predict the coming of the day—the dawn of which, indeed, we already begin to see—when the man who dies possessed of available millions which were free, and in his hands to distribute, will die disgraced.—*Andrew Carnegie.*

[The foundation of the Carnegie Institution marks a notable step forward in the development of the instrumentalities of higher education in the United States. Being designed more particularly to promote and afford substantial aid to study and original research, it promises to become an active agency in effecting the solution of many of the problems which are engaging the attention of students and others, thereby enlarging the bounds of human knowledge.

The following documents and statements relating to the foundation and organization of the institution are reprinted here to show its general character, objects, and the methods to be employed, so far as they have yet been given definite shape.]

ARTICLES OF INCORPORATION (JANUARY 4, 1902).

We, the undersigned, persons of full age, and citizens of the United States, and a majority of whom are citizens of the District of Columbia, being desirous to establish and maintain in the city of Washington, in the spirit of Washington, an institution for promoting original research in science, literature, and art, do hereby associate ourselves in a body corporate for said purpose, under an act to establish a code of law for the District of Columbia approved March third, nineteen hundred and one, sections 599 to 604, inclusive; and we do hereby certify in pursuance of said act as follows:

First, the name or title by which such institution shall be known in law is Carnegie Institution; second, the term for which said institution is organized is perpetual; third, the particular business and objects of the institution are the promotion of study and research, with power (a) to acquire, hold, and convey real estate and other property necessary for the purposes of the institution as herein stated, and to establish general and special funds; (b) to conduct, endow, and assist investigation in any department of science, literature, or art; and to this end to cooperate with governments, universities, colleges, technical schools, learned societies, and individuals; (c) to appoint committees of experts to direct special lines of research; (d) to publish and distribute documents; (e) to conduct lectures; (f) to hold meetings; (g) to acquire and maintain a library; (h) and, in general, to do and perform all things necessary to promote the objects of said institution; fourth, that the affairs, funds, and property of the corporation shall be in general charge of a board of trustees, the number of whose members for the

first year shall be twenty-seven (27), and shall not thereafter exceed thirty except by a three-fourths vote of said board.

In testimony whereof we have hereto set our names and affixed our seals, at the city of Washington, in the District of Columbia, on the fourth day of January, 1902.

JOHN HAY.	[SEAL.]
EDWARD D. WHITE.	[SEAL.]
JOHN S. BILLINGS.	[SEAL.]
DANIEL C. GILMAN.	[SEAL.]
CHARLES D. WALCOTT.	[SEAL.]
CARROLL D. WRIGHT.	[SEAL.]

DISTRICT OF COLUMBIA, ss:

Be it remembered that on this 4th day of January, A. D. 1902, before the subscriber personally appeared the above-named John Hay, Edward D. White, John S. Billings, Daniel C. Gilman, Charles D. Walcott, and Carroll D. Wright, to me personally known and known to me to be the persons whose names are subscribed to the foregoing instrument of writing, and severally and personally acknowledged the same to be their act and deed for the uses and purposes therein set forth.

Given under my hand and official seal the day and year above written.
[SEAL.]

WILLIAM MCNEIR, *Notary Public.*

Received for record Jan. 4, A. D. 1902, 11 a. m., and recorded in Liber No. 9, fol. 420 *et seq.*, one of the incorporation records of the District of Columbia.

GEO. F. SCHAYER, *Deputy Recorder.*

BOARD OF TRUSTEES (ORGANIZED JANUARY 29, 1902).¹

Ex officio.—The President of the United States, the President of the Senate, the Speaker of the House of Representatives, the Secretary of the Smithsonian Institution, the President of the National Academy of Sciences.

John S. Billings, New York; William E. Dodge, New York; William N. Frew, Pennsylvania; Lyman J. Gage, Illinois; Daniel C. Gilman, Maryland; John Hay, District of Columbia; Abram S. Hewitt, New Jersey; Henry L. Higginson, Massachusetts; Henry Hitchcock, Missouri; Charles L. Hutchinson, Illinois; William Lindsay, Kentucky; Seth Low, New York; Wayne MacVeagh, Pennsylvania; D. O. Mills, New York; S. Weir Mitchell, Pennsylvania; William W. Morrow, California; Elihu Root, New York; John C. Spooner, Wisconsin; Andrew D. White, New York; Edward D. White, Louisiana; Charles D. Walcott, District of Columbia; Carroll D. Wright, District of Columbia.

TRUST DEED BY ANDREW CARNEGIE CREATING A TRUST FOR THE BENEFIT OF THE CARNEGIE INSTITUTION OF WASHINGTON, D. C.

I, Andrew Carnegie, of New York, having retired from active business, and deeming it to be my duty and one of my highest privileges to administer the wealth which has come to me as a trustee in behalf of others; and entertaining the confident belief that one of the best means of discharging that trust is by providing funds for improving and extending the opportunities for study and research in our country; and having full confidence in the gentlemen after named, who have at my request signified their willingness to carry out the trust which I have confided to them, therefore I have transferred to these, the trustees of the Carnegie Institution of Washington, ten millions of registered five per cent bonds of the United States Steel Corporation, the names of said trustees being as follows:

[Here follow the names of the trustees as given above.]

¹ Grover Cleveland, former President of the United States, was chosen one of the original trustees, but was not able to accept the appointment.

The said gift is to be held in trust for the purposes hereinafter named or referred to; that is to say, for the purpose of applying the interest or annual income to be obtained from the said bonds, or from any other securities which may be substituted for the same, for paying all the expenses which may be incurred in the administration of the trust by the trustees, including in said expenses the personal expenses which the trustees may incur in attending meetings or otherwise in carrying out the business of the trust; and, second, for paying the sums required by the said trustees to enable them to carry out the purposes hereafter expressed. I hereby confer on the trustees all the powers and immunities conferred upon trustees under the law, and without prejudice to this generality the following powers and immunities, viz: Power to receive and realize the said bonds and the principal sums therein contained and the interest thereof; to grant discharges or receipts therefor; to sell the said bonds, either by public sale or private bargain, at such prices and on such terms as they may deem reasonable; to assign or transfer the same; to sue for payment of the principal sums or interest; to invest the sums which from time to time may be received from the said bonds on such securities as trustees are authorized by the laws of the States of New York, Pennsylvania, or Massachusetts, to invest trust funds; and also on such other securities as they in the exercise of their own discretion may select, and to alter or vary the investments from time to time as they may think proper.

And I hereby expressly provide and declare that the trustees shall to no extent and in no way be responsible for the safety of the said bonds, or for the sums therein contained, or for the securities upon which the proceeds of the said bonds may be invested, or for any depreciation in the value of the said bonds or securities, or for the honesty or solvency of those to whom the same may be entrusted, relying, as I do, solely on the belief that the trustees herein appointed, and their successors, shall act honorably.

And I further hereby empower the trustees to administer any other funds or property which may be donated or bequeathed to them for the purposes of the trust; and I also empower them to appoint such officers as they may consider necessary for carrying on the business of the trust, at such salaries or for such remuneration as they may consider proper, and to make such arrangements and lay down from time to time such rules as to the signature of deeds, transfers, agreements, cheques, receipts, and other writings as may secure the safe and convenient transaction of the financial business of the trust. The committee shall have the fullest power and discretion in dealing with the income of the trust, and expending it in such manner as they think best fitted to promote the objects set forth in the following clauses.

The purposes of the trust are as follows, and the revenues therefrom are to be devoted thereto:

It is proposed to found in the city of Washington an institution which, with the cooperation of institutions now or hereafter established there or elsewhere, shall, in the broadest and most liberal manner, encourage investigation, research, and discovery; show the application of knowledge to the improvement of mankind; provide such buildings, laboratories, books, and apparatus as may be needed, and afford instruction of an advanced character to students properly qualified to profit thereby.

Among its aims are these:

1. To promote original research, paying great attention thereto as one of the most important of all departments.
2. To discover the exceptional man in every department of study whenever and wherever found, inside or outside of schools, and enable him to make the work for which he seems specially designed his life work.
3. To increase facilities for higher education.

4. To increase the efficiency of the universities and other institutions of learning throughout the country by utilizing and adding to their existing facilities and aiding teachers in the various institutions for experimental and other work in these institutions as far as advisable.

5. To enable such students as may find Washington the best point for their special studies to enjoy the advantages of the museums, libraries, laboratories, observatory, meteorological, piscicultural, and forestry schools, and kindred institutions of the several departments of the Government.

6. To ensure the prompt publication and distribution of the results of scientific investigation, a field considered highly important.

If in any year the full income of the trust can not be usefully expended or devoted to the purposes herein enumerated, the committee may pay such sums as they think fit into a reserve fund, to be ultimately applied to those purposes or to the construction of such buildings as it may be found necessary to erect in Washington.

The specific objects named are considered most important in our day, but the trustees shall have full power, by a majority of two-thirds of their number, to modify the conditions and regulations under which the funds may be dispensed, so as to secure that these shall always be applied in the manner best adapted to the changed conditions of the time; provided always that any modifications shall be in accordance with the purposes of the donor, as expressed in the trust, and that the revenues be applied to objects kindred to those named, the chief purpose of the founder being to secure, if possible, for the United States of America leadership in the domain of discovery and the utilization of new forces for the benefit of man.

In witness whereof I have subscribed these presents, consisting of what is printed or typewritten on this and the preceding seven pages, on [twenty-eighth] day of [January], nineteen hundred and two, before these witnesses.

ANDREW CARNEGIE.

JANUARY 28, 1902.

Witnesses:

LOUISE WHITFIELD CARNEGIE.

ESTELLE WHITFIELD.

REMARKS OF MR. CARNEGIE ON PRESENTING HIS TRUST DEED.

Mr. Chairman and members of the board of trustees:

I beg first to thank you for so promptly and so cordially coming forward to aid me in this work by the acceptance of trusteeship. The President of the United States writes me in a note of congratulation, "I congratulate you especially upon the character, the extraordinarily high character, of the trustees." Those are his words. I believe that that estimate has been generally approved throughout the wide boundaries of our country.

May I say to you that my first idea while I dwelt upon the subject during the summer in Scotland was that it might be reserved for me to fulfill one of Washington's dearest wishes—to establish a university in Washington. I gave it careful study when I returned and was forced to the conclusion that if he were with us here to-day his finely balanced judgment would decide that such, under present conditions, would not be the best use of wealth. It was a tempting point suggested to me by the president of the Women's George Washington Memorial Association, that the George Washington Memorial University, founded by Andrew Carnegie, would link my name with Washington. Well, perhaps that might justify such association with Washington, and perhaps it is reserved for some other man in the future to win that unique place, because if we continue to increase in population as we have done it is not an improbability that it may

become a wise step to fulfill Washington's wish. But while that may justify the association of any other name with his, which is a matter of doubt, still I am very certain nothing else would. A suggestion that this gift of mine, which has its own field, which has nothing to do with the university except as an aid to one, if it is established, which has a field of its own, that is entitled to the great name of Washington, is one which I never for a moment could consider. If the coming university under the control of the nation—as Washington suggested a national institution—is to be established, as it may be in the future, I think the name of Washington should be reserved for that and for that alone. Be it our opportunity in our day and generation to do what we can to extend the boundaries of human knowledge by utilizing existing institutions.

This is intended to cooperate with all existing institutions, because one of the objections—the most serious one which I could not overcome when I was desirous to establish a university here to carry out Washington's idea—was this: That it might tend to weaken existing institutions, while my desire was to cooperate with all kindred institutions and to establish what would be a source of strength to all of them and not of weakness, and therefore I abandoned the idea of a Washington university or anything of a memorial character.

Gentlemen, a university worthy of Washington, or a memorial worthy of Washington, is not one costing \$1,000,000, or \$10,000,000, or \$20,000,000, but of more. When I contemplated a university in Washington in fulfillment of Washington's great wish, I set aside a larger amount than the largest of these. I take it for granted that no one or no association would think of using the revered name of Washington except for a university of first-class rank, something greater and better, if I may be allowed to say so, than we have in our land to-day—and you all know the sums which are now used for our universities.

Gentlemen, your work now begins; your aims are high, you seek to expand known forces, to discover and utilize unknown forces for the benefit of man. Than this there can scarcely be a greater work. I wish you abundant success, and I venture to prophesy that through your efforts, in cooperation with kindred societies, our country's contributions through research and in the domain of the higher sciences in which we are now so woefully deficient, will compare in the near future not unfavorably with those of any other land.

Again, gentlemen, from my heart, I thank you, and I will now, with your permission, read the deed of trust which has been prepared. I may say that the intended officers of this institution have a letter from my cashier, stating that the transferred bonds will be sent you early in February. They can not be transferred until the first of the month. They begin to bear interest on the 1st day of February. Here is the deed of trust. (Printed on pages 1068-1070.)

There is nothing so important, I think, as the last clause. This clause follows the deed given to the Scotch universities, in the main. When I proposed it in committee the chairman said he did not know about assuming so much responsibility as a trustee, and several gentlemen also suggested that it was too liberal, and threw too much responsibility upon them. Mr. Arthur Balfour was one of these, and I replied to him that my experience was that it is not without the greatest difficulty we can find men who can legislate for their own generation, and sometimes we are not quite successful even in doing that; but, I asked, "Have you ever seen or heard of a body of men wise enough to be able to legislate for the next generation?" He said, "No, I never have; and you are quite right, and that is the wisest provision I have ever heard of in a trust deed."

I have nothing more to say to you, gentlemen, having already expressed my thanks; but as I began with doing this I feel that I should also like to end doing so, and, therefore, I thank you again.

OFFICERS.

President of the Carnegie Institution: Daniel C. Gilman.
 Chairman of the board of trustees: Abram S. Hewitt.
 Vice-chairman of the board of trustees: John S. Billings.
 Secretary of the board of trustees: Charles D. Walcott.
 Executive committee: John S. Billings, Daniel C. Gilman, Abram S. Hewitt, S. Weir Mitchell, Elihu Root, Charles D. Walcott, Carroll D. Wright.
 The office of the Carnegie Institution is in Washington, D. C., at No. 1439 K street, where an assistant secretary, Mr. Marcus Baker, is in charge.

CARNEGIE INSTITUTION,
 1439 K Street, Washington, D. C.

A LETTER TO THE HEADS OF AMERICAN INSTITUTIONS AND TO OTHERS INTERESTED
 IN THE WORK OF INVESTIGATION.

The Carnegie Institution sends to you herewith a copy of Mr. Carnegie's deed of gift and other information in respect to the organization of the new foundation.

Some of the ablest thinkers and investigators in the country have already called attention to important lines of inquiry. Their communications will be referred to special committees in different departments of knowledge—astronomical, physical, chemical, biological, geological, archaeological, philological, historical, bibliographical, economical, etc., and the referees will be requested to add their own suggestions and to report to the Carnegie Institution such methods of procedure and the names of such investigators as they deem likely to advance with wisdom the great purpose of the foundation.

No large appropriations can be made at present, as there will be no income from the fund before August. The summer will be chiefly devoted to a careful study of the problems of scientific investigation at home and abroad, and in the autumn definite plans of procedure will be formulated.

Any member of the executive committee will be glad to receive from you at any time suggestions, opinions, and advice as to fields that the Carnegie Institution ought to occupy and the best methods for carrying forward its work in those fields; but in order that important papers, designed for official consideration, may be properly recorded and filed, they should be addressed to the president of the Carnegie Institution, 1439 K street, Washington, D. C.

DANIEL C. GILMAN, *Chairman.*
 CHARLES D. WALCOTT, *Secretary.*
 JOHN S. BILLINGS,
 ABRAM S. HEWITT,
 S. WEIR MITCHELL,
 ELIHU ROOT,
 CARROLL D. WRIGHT,
Executive Committee.

THE CARNEGIE INSTITUTION.

AN AUTHORITATIVE STATEMENT BY PRESIDENT GILMAN.¹

Not many months ago Mr. Andrew Carnegie surprised the universities of Scotland by a gift of \$10,000,000 for the encouragement of deserving students. He has now surprised the learned institutions of America by a gift of the same

¹ Reprinted from the Century Magazine, March, 1902.

amount for the advancement of knowledge. As this open letter is written, he has not formally made his deed of gift, and the trustees whom he selected have not developed their plans; but enough is definitely known to awaken the highest expectations of good, and to call for the enthusiastic reception of his great project. His general purpose has been clearly stated in a single sentence. He pur- poses to found, in the city of Washington, in the spirit of Washington, an institu- tion which, with the cooperation of institutions now or hereafter established, there or elsewhere, shall, in the broadest and most liberal manner, encourage investigation, research, and discovery; show the application of knowledge to the improvement of mankind; provide such buildings, books, and instruments as may be needed, and afford instruction of an advanced character to students whenever and wherever found, qualified to profit thereby.

A more complete announcement of Mr. Carnegie's plan is given in this informal statement:

Among its aims are these:

To increase the efficiency of the universities and other institutions of learning throughout the country by seeking to utilize and add to their existing facilities, and to aid teachers in the various institutions for experimental and other work in these institutions as far as practicable.

To discover the invaluable and exceptional man in every department of study, whenever and wherever found, inside or outside of the schools, and enable him by financial aid to make the work for which he seems specially designed his life work.

To promote original research, paying great attention thereto, as being one of the chief purposes of this institution.

To increase facilities for higher education.

To make more useful, to such students as may find Washington the best point for their special studies, the museums, libraries, laboratories, observatory, mete- orological, piscicultural, and forestry schools, and kindred institutions of the several departments of the Government.

To insure the prompt publication and distribution of the results of scientific investigation, a field considered to be highly important.

These and kindred objects are to be attained by the employment of able teach- ers in the various institutions in Washington or at other points, and by enabling men fitted for special work to devote themselves to it, through salaried fellowships or scholarships, or through salaries carrying pensions in old age, or through aid in other forms to such men as continue their special work at seats of learning or who may be discovered outside the schools.

The present moment is favorable for casting the eye backward over the growth of an idea, and for tracing the various influences which have contributed to its evolution. A small amount of that "original research," which is the dominant note of the scientific world, will show the relation of George Washington to this new movement.

The possible establishment of a national university was brought up in the Constitutional Convention, and was seriously discussed; but the project was dropped, and no mention of it is found in the fundamental law of the Union. When Washington became President he used this language in his first message to Con- gress, January 8, 1790:

There is nothing which can better deserve your patronage than the promotion of science and literature. * * * Whether this desirable object will be best pro- moted by affording aids to seminaries of learning already established, by the insti- tution of a national university, or by any other expedients, will be well worthy of a p'ace in the deliberations of the legislature.

From that time onward until he drew up his last will, a few months before he died, Washington frequently recurs to his wishes. "The University of the Fed- eral City" is repeatedly spoken of. At the beginning of the year 1795 he points out the advantages of the "Federal City" as a site for a university, and says if the plan is adopted he will give to it 50 shares of the Potomac River Company.

He adds, however, that the design has assumed no form, and that he does not know who is promoting it. A little later he addresses Mr. Jefferson on the same subject, and gives these reasons for preferring the Federal City for his proposed gift: It will be the seat of government; it is central; half the District of Columbia is in Virginia; there will be an advantage in governmental supervision, and certain studies in law and politics can be favorably pursued in the neighborhood of Congress. He speaks also of his own gift as a part of the endowment. In 1796 a memorial was presented to Congress for the foundation of a national university, but nothing came of it. Finally, in the will of Washington we have the following paragraph, which, like the famous paragraphs that constitute the Monroe doctrine, is very short, and has been the basis of much discussion in later years:

* * * as it has always been a source of serious regret with me to see the youth of these United States sent to foreign countries for the purpose of education, often before their minds were formed, or they had imbibed any adequate ideas of the happiness of their own; contracting too frequently not only habits of dissipation and extravagance, but principles unfriendly to republican government, and to the true and genuine liberties of mankind, which thereafter are rarely overcome; for these reasons it has been my ardent wish to see a plan devised on a liberal scale, which would have a tendency to spread systematic ideas through all parts of this rising empire, thereby to do away local attachments and State prejudices, as far as the nature of things would, or, indeed, ought to admit, from our national councils. Looking anxiously forward to the accomplishment of so desirable an object as this is (in my estimation), my mind has not been able to contemplate any plan more likely to effect the measure than the establishment of a university in a central part of the United States, to which the youths of fortune and talents from all parts thereof might be sent for the completion of their education, in all the branches of polite literature, in arts and sciences, in acquiring knowledge in the principles of politics and good government, and as a matter of infinite importance, in my judgment, by associating with each other, and forming friendships in juvenile years, be enabled to free themselves in a proper degree from those local prejudices and habitual jealousies which have just been mentioned, and which, when carried to excess, are never-failing sources of disquietude to the public mind, and pregnant of mischievous consequences to this country.

Whatever may have been the source of Washington's idea, it was not a passing thought, for his recorded commendations of it cover nearly ten years. But there was little public discussion of the subject for nearly three quarters of a century, although it was repeatedly mentioned in Presidential messages. At length, in 1873, a member of Congress, the Hon. John W. Hoyt, of Wisconsin, afterwards governor of Wyoming, brought the subject forward, and from that time to this he has been the unselfish, undaunted, and persistent advocate of a national university to be organized and endowed by Congress. In spite of the opposition and coldness which the project has encountered, he has lost no opportunity to urge its importance; he has never lost his zeal and confidence. Eminent members of the National Legislature have introduced the appropriate bills, and yet no final action has been taken by Congress: The support of distinguished men in every part of the country has been secured, and yet, at the same time, strong objections have been raised in various quarters. Many wise and patriotic persons have been apprehensive that Congress would not be, as years roll by, the best supporter of advanced education, and others have thought that the country already had more than enough institutions exercising the university functions.

Recently other influences have been at work. Many persons who admire the management of the Smithsonian Institution have thought it desirable that the work of that establishment should be so enlarged as to exercise, in part at least, the functions of a university; but the authorities of the Smithsonian have not seen the way clear to any such expansion. Many of those who are connected with the scientific bureaus of the Government became aware of the great resources of Washington which might be opened to students properly qualified to profit by them, and probably at their suggestion Congress consented to the

opening of these resources to those who might be enrolled in the institutions of the District of Columbia. Five institutions in the District are called universities—the Georgetown University, under the Jesuit fathers; the Columbian University, controlled by the Baptists; the Howard University, for the instruction of Africans; the Catholic University, chartered by the Pope and fostered by the Roman Catholic prelacy; and the American University, projected by the Methodists. This simple enumeration shows how divergent have been the wishes and aims of those citizens who have agreed with Washington that the Federal City offered exceptional advantages for advanced instruction.

Another factor has entered into this complex problem. Many influential and patriotic ladies in different parts of the country have formed the George Washington Memorial Association, and, among other objects, have undertaken to collect a fund which might be applied to the erection in Washington of a memorial building in honor of Washington, to be used as a central, administrative building for the national university, if such an institution should come into existence.

Just before adjournment, in the summer of 1901, Congress authorized the opening of the scientific bureaus and libraries of Washington to students from any part of the country. This was an opportunity which was immediately seized by the Washington Academy of Sciences and by the George Washington Memorial Association, just referred to, and they united their forces in the establishment of an independent body to be known as the Washington Memorial Institution. This movement received the support of a large number of the presidents of colleges throughout the land, and in the autumn of 1901 everything looked favorable for the beginning of its work, except the lack of funds. In a private way some efforts were made to secure, if not an endowment, a sufficient income to carry on the work of the new organization.

Then came a great surprise. Mr. Carnegie announced his desire to found an institution in the city of Washington upon the plan already indicated at the beginning of this letter, and those whom he has selected for this work are about to proceed to the unfolding of his purposes.

The form of organization is very simple. Under the general law of the District of Columbia six persons, namely, Messrs. John Hay, Edward D. White, John S. Billings, Charles D. Walcott, Carroll D. Wright, and Daniel C. Gilman, formed an incorporation at Mr. Carnegie's request, and subsequently, on his nomination, selected twenty-seven persons to be the trustees, namely: The President of the United States, the President of the United States Senate, the Speaker of the House of Representatives, the Secretary of the Smithsonian Institution, the president of the National Academy of Sciences, *ex officiis*; Grover Cleveland, John S. Billings, William N. Frew, Lyman J. Gage, Daniel C. Gilman, John Hay, Abram S. Hewitt, Henry L. Higginson, Henry Hitchcock, Charles L. Hutchinson, William Lindsay, Seth Low, Wayne MacVeagh, D. O. Mills, S. Weir Mitchell, W. W. Morrow, Elihu Root, John C. Spooner, Andrew D. White, Edward D. White, Charles D. Walcott, and Carroll D. Wright.

It is obvious that a body like this, which is made up of men whose homes are in widely scattered parts of the country, and who are evidently selected because of the interest they have shown in the welfare of the country, can not manage the details of scientific investigation. They will doubtless select certain executive officers, but even these will not be qualified, without a great deal of expert advice, to determine the value of the various methods of procedure which will quickly be presented for their consideration. Accordingly, the next step forward will be to appoint a number of counselors or experts, to whom will be referred important questions of a scientific character, the selection of competent helpers, and the best methods of publishing results. It is proposed, in other words, to select, in different departments of knowledge, men who by their ability and experience have

shown themselves worthy of confidence. They will constitute the scientific corps of the institution, and will be chosen because they are qualified and willing to cooperate in advancing the purposes of the institution.

It is noteworthy that Mr. Carnegie's gift does not supersede any action on the part of Congress to establish a university, in the ordinary sense of that word, where a faculty shall be assembled, laboratories provided, and post-graduate students admitted. All the plans thus far projected for a national university have looked toward post-graduate work, extending the opportunities now provided in colleges and other institutions throughout the land. This form of activity is foreign to Mr. Carnegie's purposes, and his purposes can be carried out with or without the establishment of a national university by Congress. That question stands now, as heretofore, on its own merits.

The friends of scientific research will await the further development of the Carnegie Institution with profound interest. Even those who would prefer the organization of a national university supported by Congress must perceive upon reflection, if they do not at the outset, that Mr. Carnegie's plans are as broad as the field of knowledge, that the amount of his gift surpasses any other endowment in the world for the specific purpose of extending science, and that the spirit of cooperation which he enjoins upon his trustees must bring the new institution into close affiliation with all that is best in the country. He will deserve not only the applause but also the gratitude of mankind.

DANIEL C. GILMAN.

OBJECT AND PURPOSE OF THE INSTITUTION.

STATEMENT BY PRESIDENT GILMAN IN THE INDEPENDENT, MARCH, 20, 1903.

A brief definition of the object and purpose of the Carnegie Institution is the advancement of knowledge. This is its chief aim, and the efforts of those who have been selected to frame its policy will be directed accordingly. It will occupy a distinct position in the field of education, interfering in no way with the plans of other organizations. We trust that it will prove a new and powerful agency for the promotion of science in this country.

Those who have been appointed to formulate plans will devote ample time to a careful consideration of all the possibilities. If it is deemed advisable to erect a building or series of buildings, they will be constructed, but the procedure is not likely to be immediate. The question of aiding students who are deserving of such assistance will be thoroughly discussed, but if any decision is reached in the affirmative our plans will in no way conflict with those of the Washington Memorial Institution, which has this as one of its principal purposes. Our activity may include cooperation with the highest universities or with schools comparatively obscure. Not only are the suggestions of eminent educators invited, but we look for assistance from all persons who have ideas of value. Diligent inquiry is to be made respecting existing agencies of research. We know where valuable data exist, but may discover new sources as the inquiry progresses.

As a preliminary study I expect to visit various institutions in this country so as to confer personally as far as possible with those who may be in a position to aid us. Later I shall spend some time abroad with the same object in view. In short, we intend to draw upon the world at large for counsel and suggestions which may be of assistance in formulating a plan.

For the present, the affairs of the Carnegie Institution are in the hands of an executive committee, appointed by the board of trustees, consisting of Abram S. Hewitt; Carroll D. Wright; Dr. John S. Billings; Charles D. Walcott; Elihu Root, Secretary of War; Dr. S. Weir Mitchell, and the President. We have rented a

dwelling in Washington for temporary headquarters. While the board of trustees are given authority by the founder to complete the organization and formulate the policy to be pursued, I have no doubt that if we should call upon him for advice or other assistance it would be gladly given. * * *

EDUCATIONAL BENEFACTIONS OF ANDREW CARNEGIE.

The following is a list (compiled from Appleton's Annual Cyclopedia) of the most notable gifts of money by Andrew Carnegie for libraries and other educational purposes in the United States:

Object or institution.	Location.	Amount.
1895.		
Public library and art gallery	Pittsburg, Pa	\$1,000,000
		=====
1898.		
Library, music hall, and clubhouse (for employees of Carnegie Steel Co.).	.....	300,000
Virginia Mechanics' Institute (to complete Ginter Memorial Building).	Richmond, Va	10,000
		=====
Total for 1898 .....	.....	310,000
		=====
1899.		
Carnegie Institute (for enlarging building)	Pittsburg, Pa	1,750,000
Cooper Union (for mechanics' day art school)	New York, N. Y	300,000
Public library	Washington, D. C	350,000
Do	Atlanta, Ga	125,000
Do	Lincoln, Nebr	75,000
Do	McKeesport, Pa	50,000
Do	Connellsville, Pa	50,000
Do	Steubenville, Ohio	50,000
Do	East Liverpool, Ohio	50,000
Do	Fort Worth, Tex	50,000
Do	Emporia, Kans	30,000
Do	Davenport, Iowa	50,000
Do	Cheyenne, Wyo	50,000
Do	Austin, Tex	50,000
Do	San Diego, Cal	50,000
Do	Duluth, Minn	50,000
Pennsylvania State College (for library building)	State College, Pennsylvania	100,000
Do	Hoboken, N. J	50,000
Stevens Institute of Technology (for laboratory building) .....	.....	25,000
Mechanics' Institute	New York, N. Y	20,000
Public library	Newport, Ky	25,000
Do	Tucson, Ariz	10,000
Virginia Mechanics' Institute (for new building)	Richmond, Va	5,000
New York Zoological Society (for building fund)	Erie, Pa	5,000
Public library .....	.....	3,370,000
		=====
Total for 1899 .....	.....
1900.		
Carnegie Library and Institute (additional)	Pittsburg, Pa	1,850,000
Polytechnic Institute	do	3,000,000
Public library	East Orange, N. J	50,000
Do	York, Pa	50,000
Library	Fort Dodge, Iowa	30,000
Do	Leavenworth, Kans	25,000
Do	Chillicothe, Mo	25,000
Tuskegee Normal and Industrial Institute	Tuskegee, Ala	20,000
Stevens Institute of Technology (additional)	Hoboken, N. J	15,000
		=====
Total for 1900 .....	.....	5,065,000
		=====
1901.		
Technical School ¹	Pittsburg, Pa	2,000,000
Carnegie Institution	Washington, D. C	10,000,000
Sixty-five branch libraries	Greater New York, N. Y	5,200,000
Annuity fund for laborers	Homestead, Pa	4,000,000
Libraries	Braddock, Homestead, and Duquesne, Pa	*1,000,000
Carnegie Institute	Pittsburg, Pa	1,000,000
Library and branches	Detroit, Mich	750,000
Do	San Francisco, Cal	750,000
Cooper Union	New York, N. Y	300,000
Syracuse library	Syracuse, N. Y	200,000

¹ Promised endowment, \$25,000,000.² In addition to previous gifts.

Object or institution.	Location.	Amount.
1901.		
Upper Iowa University	Fayette, Iowa	\$225,000
Library	Seattle, Wash	200,000
Bellevue Medical College	New York, N. Y	76,000
Carnegie Laboratory	do	50,000
College	Aurora, Ill	50,000
Knox College (library)	Galesburg, Ill	50,000
Cornell College (library)	Mount Vernon, Iowa	40,000
Botanical Gardens	New York, N. Y	30,000
Society of Mechanics and Tradesmen	do	25,000
Observatory	Allegheny, Pa	20,000
Library	Atlanta, Ga	12,000
Young Men's Hebrew Association	New York, N. Y	5,000
Educational Alliance	do	2,500
Library	Aberdeen, S. Dak	15,000
Do	Alameda, Cal	35,000
Do	Ashtabula, Ohio	15,000
Do	Aurora, Ill	50,000
Do	Austin, Minn	12,000
Do	Beloit, Wis	25,000
Do	Burlington, Vt	50,000
Do	Canandaigua, N. Y	10,000
Do	Canton, N. Y	30,000
Do	Canton, Ohio	50,000
Do	Carbondale, Pa	25,000
Do	Carrollton, Ill	10,000
Do	Catskill, N. Y	20,000
Do	Cedar Rapids, Iowa	75,000
Do	Centralia, Ill	15,000
Do	Charleston, Ill	18,000
Do	Charlotte, N. C	20,000
Do	Charlottesville, Va	20,000
Do	Chatham, N. Y	15,000
Do	Chattanooga, Tenn	50,000
Do	Clinton, Mass	25,000
Do	Clinton, Iowa	30,000
Do	Cohoes, N. Y	25,000
Do	Conneaut, Ohio	100,000
Do	Covington, Ky	75,000
Do	Crawfordsville, Ind	25,000
Do	Davenport, Iowa	75,000
Do	Decatur, Ill	60,000
Do	Elkhart, Ind	30,000
Do	Elwood, Ind	25,000
Do	Fargo, N. Dak	20,000
Do	Fort Scott, Kans	15,000
Do	Fort Wayne, Ind	75,000
Do	Freeport, Ill	30,000
Do	Fresno, Cal	30,000
Do	Galesburg, Ill	50,000
Do	Gloversville, N. Y	25,000
Do	Goshen, Ind	25,000
Do	Grand Junction, Colo	8,000
Do	Great Falls, Mont	30,000
Do	Green Bay, Wis	25,000
Do	Greenville, Ohio	25,000
Do	Griffins Corners, N. Y	5,000
Do	Grosdale, Ill	35,000
Do	Hawarden, Iowa	5,000
Do	Hempstead, L. Isl., N. Y	25,000
Do	Henderson, Ky	25,000
Do	Iron Mountain, Mich	15,000
Do	Ishpeming, Mich	20,000
Do	Islip, N. Y	10,000
Do	Jackson, Mich	70,000
Do	Jackson, Tenn	30,000
Do	Jacksonville, Ill	40,000
Do	Janesville, Wis	20,000
Do	Johnstown, N. Y	20,000
Do	Joplin, Mo	40,000
Do	Kansas City, Mo	75,000
Do	Kent, Ohio	10,000
Do	Kewanee, Ill	50,000
Do	Lawrence, Kans	25,000
Do	Leadville, Colo	100,000
Do	Lewiston, Me	50,000
Do	Lincoln, Ill	25,000
Do	Los Gatos, Cal	10,000
Do	McKees Rocks, Pa	20,000
Do	Macon, Ga	20,000
Do	Madison, Ind	20,000
Do	Mankato, Minn	40,000
Do	Marion, Ind	50,000
Do	Mattoon, Ill	20,000

¹ In addition to previous gifts.

Object or institution.	Location.	Amount.
1901.		
Library	Miles City, Mont	\$10,000
Do	Moline, Ill	37,000
Do	Montclair, N. J.	20,000
Do	Montgomery, Ala	50,000
Do	Mount Vernon, N. Y.	35,000
Do	Muncie, Ind	50,000
Do	Nashville, Tenn	100,000
Do	Neenah, Wis	10,000
Do	Newcastle, Pa	30,000
Do	New Rochelle, N. Y.	25,000
Do	Niagara Falls, N. Y.	50,000
Do	Norfolk, Va	50,000
Do	Norwalk, Conn	20,000
Do	Oil City, Pa	40,000
Do	Paducah, Ky	35,000
Do	Pokin, Ill	10,000
Do	Pensacola, Fla	15,000
Do	Perth Amboy, N. J.	20,000
Do	Peru, Ind	25,000
Do	Portland, Ind	15,000
Do	Portsmouth, Ohio	50,000
Do	Racine, Wis	50,000
Do	Revere, Mass	20,000
Do	Richmond, Va	100,000
Do	Riverside, Cal	20,000
Do	Rockford, Ill	60,000
Do	St. Cloud, Minn	25,000
Do	San Jose, Cal	50,000
Do	San Juan, P. R.	100,000
Do	Sault Sainte Marie, Mich	50,000
Do	Schenectady, N. Y.	50,000
Do	Sharon, Pa	25,000
Do	Sheboygan, Wis	25,000
Do	Sioux Falls, S. Dak	25,000
Do	South Omaha, Nebr	60,000
Do	South St. Joseph, Mo	25,000
Do	Springfield, Ill	75,000
Do	Stillwater, Minn	25,000
Do	Superior, Wis	50,000
Do	Tacoma, Wash	75,000
Do	Valley City, N. Dak	15,000
Do	Wabash, Ind	20,000
Do	Walpole, Mass	15,000
Do	Washington, Ind	20,000
Do	Waukegan, Ill	25,000
Do	Wheeling, W. Va	75,000
Do	Yonkers, N. Y	50,000
Total for 1901.		30,243,500

SUMMARY.

Year.	Amount.	Year.	Amount.
1895	\$1,000,000	1901	\$30,243,500
1898	310,000		
1899	3,370,000	Total	39,988,500
1900	5,065,000		

¹ The total value of the n. notable gifts and bequests for public purposes of \$5,000 and upward made during the yea: 1901, as given in Appleton's Annual Cyclopedias, and including the above amount given by Mr. Carnegie, was \$114,549,789. This sum excludes ordinary denominational contributions for education and benevolent purposes, State and municipal appropriations to public and sectarian institutions, and the grants of Congress.

THE CARNEGIE GIFT TO THE UNIVERSITIES OF SCOTLAND.

The following statement shows in detail the character and purpose of the recent gift of Mr. Carnegie to promote higher education in Scotland:

The executive committee of the newly constituted Carnegie trust for university education in Scotland held its first meeting in Edinburgh on Monday, Lord Elgin presiding. The following letter from Mr. Carnegie was read:

"LONDON, June 7, 1901.

"MY DEAR LORD ELGIN: It is with the greatest satisfaction I can now announce that I have signed the deed of trust placing \$10,000,000 under the charge of your

lordship and other noblemen and gentlemen who have so kindly consented to act as trustees in the administration of the money for the benefit of the universities of Scotland and the youth of that country who desire the benefits of a university education. I must express my warmest thanks to your lordship and the other friends who have, during these past few days, shown so much anxiety to adjust the deed and the relative constitution, so as to secure that the funds shall be administered in the most advantageous manner. I believe that these labors have been completely successful, and I anticipate that most excellent results will follow. I am especially obliged to your lordship for agreeing to accept the onerous post of chairman, both of the trustees and of the executive committee, and I shall trust to your proceeding to put the trust deed into execution. The services of Mr. Ross, my solicitor, are at your disposal as interim secretary, until you have an opportunity of appointing permanent officials. I shall make arrangements whereby the fees of the students to be advantaged may be paid for the ensuing session, beginning in October next. As your lordship is aware, my desire throughout has been that no capable student should be debarred from attending the university on account of the payment of fees. I believe that the conditions of applications insure the sufficient standard of merit, and I hope that the honest pride for which my countrymen are distinguished will prevent claims from those who do not require assistance, and that the invidious task of inquiring into the circumstances of each candidate need not be imposed upon the trustees. But, to further mark my personal belief and hope in this matter, I have made provision in the trust deed that the trustees may receive funds from others to be administered along with the funds placed by me. I consider this a valuable clause, believing from my own experience with young men, that some students in after life may value the privilege of repaying advances received from the trustees. Although these are free gifts, I hope the trustees will gladly welcome such repayments if offered, as this will enable such students as prefer to do so to consider the payments made on their account merely as advances which they resolve to repay, if ever in a position to do so, and that this will protect and foster the spirit of manly independence so dear to the Scot.

"Very truly yours,

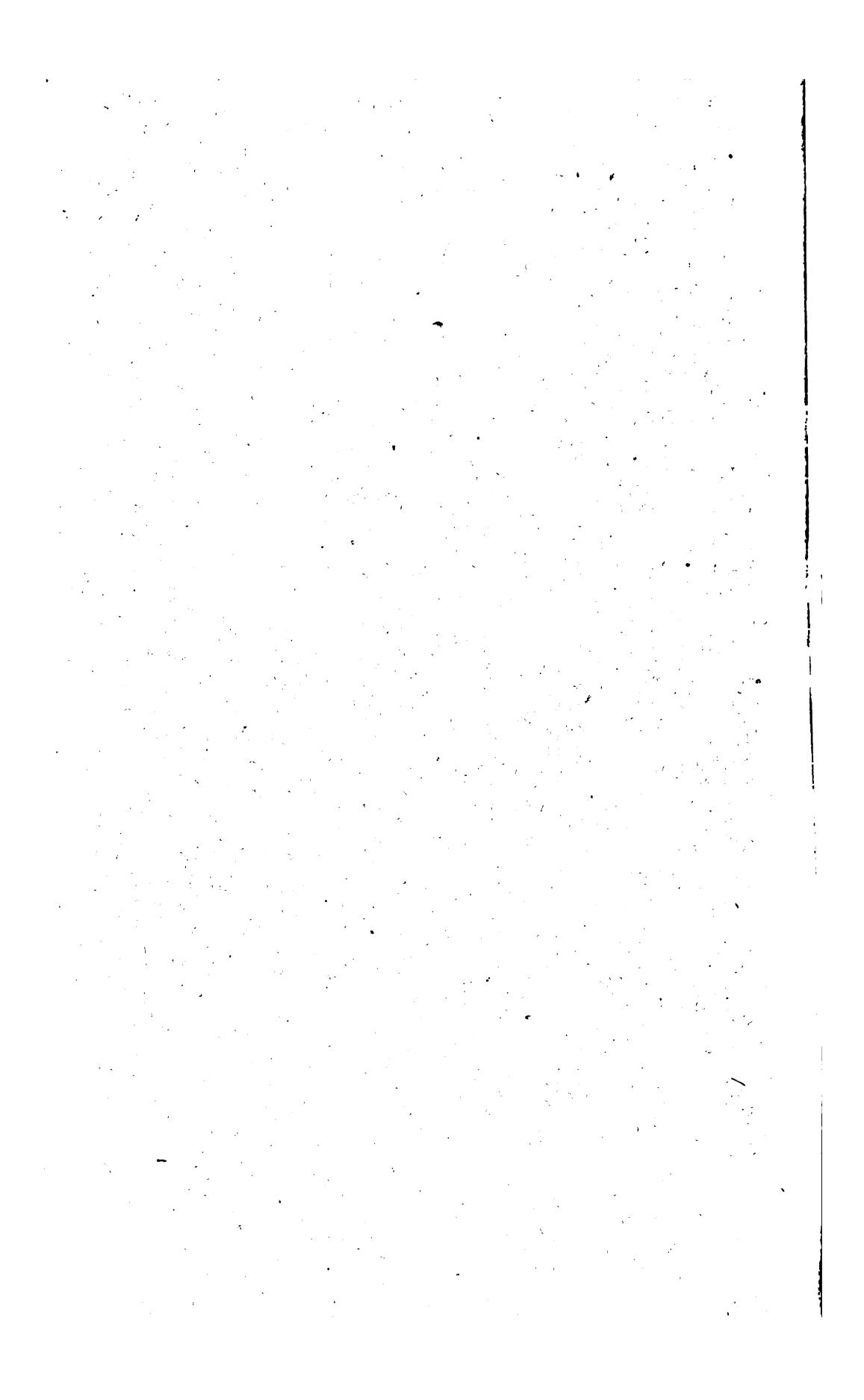
"ANDREW CARNEGIE."

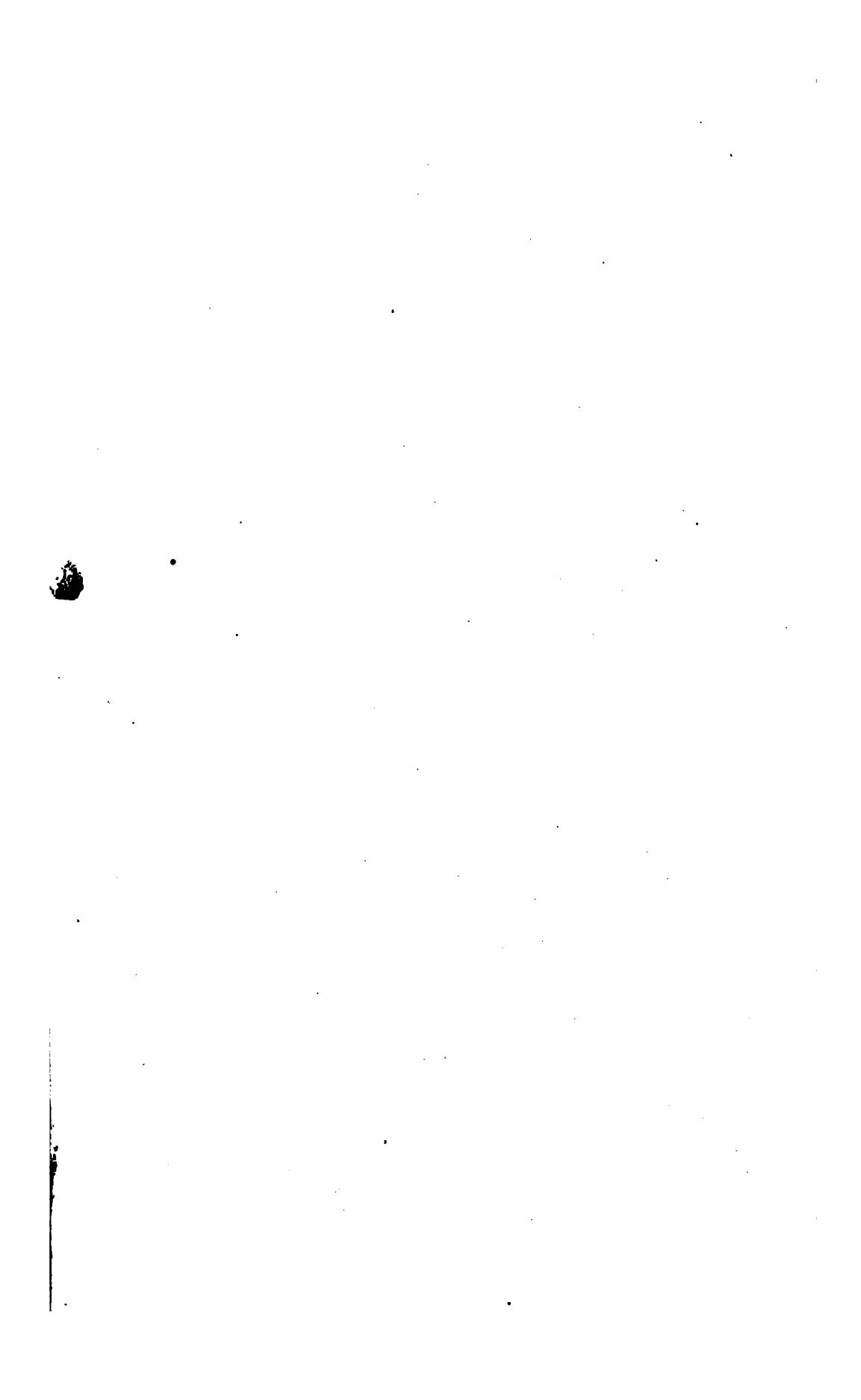
Mr. Ross, solicitor, of Dunfermline, was appointed treasurer to the trust and interim secretary. It was intimated that the transfer of the bonds constituting the income of the trust had been made, and that the first dividend would be received in the autumn. Arrangements were made by the executive committee for carrying out Mr. Carnegie's wishes regarding the payment without delay of students' fees.—[School Board Chronicle, July 20, 1901, p. 84.]

The Washington Post of May 4, 1902, published a complete list of the gifts of Andrew Carnegie, as revised and approved by Mr. Carnegie himself; in this list were included gifts for other than library or educational purposes. The summary of all the gifts, according to locality, was as follows:

Canada	\$876,500
Cuba	252,000
England	420,000
Ireland	65,500
Scotland	13,078,750
United States	52,270,173
Miscellaneous gifts, Great Britain	250,000
 Grand total	 67,212,923
	<i>52 270 173</i>
	<i>14,992750</i>









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